DOCUMENT RESUME

ED 251 717 CE 040 399

TITLE	Maryland State Advisory Council on Vocational-Technical Education. 14th Report. Fiscal Year 1983.
INSTITUTION	Maryland State Advisory Council on Vocational-Technical Education, Baltimore.
PUB DATE	83
NOTE	68p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Advisory Committees; Annual Reports; *Educational Assessment; Educational Finance; Educational Planning; Money Management; Needs Assessment; Program Descriptions; *Program Effectiveness; *Program Evaluation; *Program Improvement; Secondary Education; State Departments of Education; State Federal Aid; State Programs; *Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS	*Maryland

ABSTRACT

This report presents an evaluation of the effectiveness of vocational-technical education programs, services, and activities carried out during fiscal year 1983 in accordance with the program goals set forth in the Maryland Five-Year Plan, 1983-1987, and FY 1983 Annual Program Plan. The report is based on information obtained from a number of different sources, including special council studies and reports, school visitations, participation in and monitoring of on-site program evaluations, testimony received at public meetings, and various reports and supporting data received from the State Department of Education, Division of Vocational-Technical Education. Part I addresses the mandated content of the report including an evaluation of the effectiveness of the manner in which activities were implemented, a review of program evaluation results, analyses of the distribution and use of Federal funds, and recommendations of the Council. Part II includes reports on activities of the State Occupational Information Coordinating Committee and local advisory councils. Part III presents several tables on vocational-technical education program enrollments. A list of activities in which the Council committees will become involved during fiscal year 1984 is provided in Part IV. (KC)

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14TH REPORT

The Maryland State Advisory Council on Vocational-Technical Education Fiscal Year 1983

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PREFACE

The Fourteenth Report of the Maryland State Advisory Council on Vocational-Technical Education presents an evaluation of the effectiveness of vocational-technical education programs, services and activities carried out during FY 1983 in accordance with the program goals set forth in the State Five-Year Plan, 1983-1987 and FY 1983 Annual Program Plan. The draft of the FY 1983 Accountability Report was also reviewed in conjunction with information available on activities conducted in FY 1983.

This Report is based to a large extent on information obtained from a number of different sources including special Council studies and reports, school visitations, participation in and monitoring of on-site program evaluations, testimony received at public meetings, and various reports and supporting data received from the State Department of Education, Division of Vocational-Technical Education.

Part I addresses the mandated content of the Report including an evaluation of the effectiveness of the manner in which activities included in the FY 1983 Annual Program Plan were implemented, a review of program evaluation results, analyses of the distribution and utilization of FY 1982 and FY 1983 Federal funds, and recommendations of the Council. Part II includes reports on activities of the State Occupational Information Coordinating Committee and local advisory councils. Part III presents several tables on vocational-technical education program enrollments which were developed by the Council based on data received from the State Department of Education, Division of Vocational-Technical Education. A list of activities in which the Council Committees will become involved during the forthcoming year is provided in Part IV.

RESPONSIBILITIES OF THE STATE ADVISORY COUNCIL

The Maryland State Advisory Council on Vocational-Technical Education has a membership of twenty-five persons appointed by the Governor pursuant to the Education Article of the Annotated Code of Maryland and Public Law 94-482. The Advisory Council is required by Federal Law to function independently and autonomously in carrying out its assigned responsibilities in the following areas.

Planning:

- Advise the State Board for Vocational-Technical Education* in the development of the five-year State Plan for vocational-technical education, annual program plan, and annual accountability report.
- Designate a member of the Council to participate in the formulation of the five-year State plan for vocational-technical education, annual program plan, and annual accountability report.
- Assist the State Board for Vocational-Technical Education in the development of plans for the evaluation of the effectiveness of each program addressed in the State plan.

Evaluation:

- Evaluate vocational education programs, services, and activities assisted under the Act.
- After consultation with the State Employment and Training Council:
  a. Identify the vocational education and employment training needs of the State.
  b. Assess the extent to which vocational education, employment training, vocational rehabilitation, special education, and other programs assisted by the Act represent a consistent, integrated, and coordinated approach to meeting such needs.
- Monitor program evaluations conducted by the State Board for Vocational-Technical Education.

Technical Assistance:

- Advise the State Board for Vocational-Technical Education on policy matters arising out of the administration of programs addressed in the five-year State plan, annual program plan, and annual accountability report.
- Provide technical assistance requested on the establishment and operation of local advisory councils to local educational agencies, postsecondary educational institutions, and local advisory councils.
- Advise the State Board for Community Colleges with regard to vocational-technical education programs, services, and facilities.

Reports:

- Publish and distribute results of Council evaluations.
- Prepare and submit to the U.S. Secretary of Education and National Advisory Council on Vocational Education, through the State Board for Vocational-Technical Education, an annual evaluation report which evaluates the effectiveness of vocational education programs, services and activities carried out under the five-year plan, annual program plan, and annual accountability report and recommend any changes in programs, services, and activities considered necessary.
- Comment at least once annually on the reports of the State Employment and Training Council.

Public Meeting:

- Hold no less than one public meeting (hearing) each year to give the public an opportunity to express views concerning the vocational-technical education program of the State.

*State Board of Education in Maryland is also designated as the State Board for Vocational-Technical Education.

HIGHLIGHTS OF COUNCIL ACTIVITIES

Council Committees, Fiscal Year 1983

Responsibilities of the Maryland State Advisory Council on Vocational-Technical Education were carried out by the Council's committees and coordinators. In addition to monthly Council meetings, the Council committees and coordinators meet as frequently as two or three times a month depending on the urgency of activities being performed. Some of the more significant activities of Council committees and coordinators during FY 1983 are summarized and listed below:

Legislative Committee

1. Held a special legislative breakfast meeting to discuss State legislation on vocational-technical education with representatives of the General Assembly. Members of the Maryland General Assembly attended as guests of Council members. Highlights of the meeting were presentations by the President of the Senate and the Speaker of the House.

2. Prepared Council letter to United States Department of Education expressing Council concern about a proposal by the Office of Vocational and Adult Education to make the establishment of State Advisory Councils an option in Federal legislation.

3. Met with the Maryland Delegation in Congress and presented Council views on the following topics:

   (a) Status of vocational-technical education programs in Maryland.
   (b) Impact of proposed federal budget reduction on vocational-technical education.
   (c) Administration proposal on reauthorization of the federal Vocational Education Act.

4. Testified for the Council on various vocational-technical education matters before committees of the Maryland General Assembly.

Facilities Committee

Monitored the completion of a joint Council, State Department of Education, and University of Maryland statewide survey of secondary vocational-technical education facilities. Arranged for the distribution of the survey report to local education agencies and private industry councils.

High Technology Committee

1. Made arrangements for a conference on high technology sponsored by the State Advisory Council on Vocational-Technical Education, Maryland Chamber of Commerce and Maryland State and District of Columbia AFL-CIO. The program included challenging presentations by National authorities on high technology and was designed to inform State level agencies, boards, and groups responsible for the administration of education and training systems about the labor skill needs of high technology industries.

2. Developed Council position on the Report of the Governor's Ad Hoc Committee on High Technology.

3. Assisted local authorities with arrangements for a regional conference on high technology held on Maryland's Eastern Shore.

Adult Programs Committee

1. Monitored the status of implementation of recommendations presented in the Council Study of Vocational Opportunities in Maryland.

2. Prepared Council report to the Governor on the status of implementation of recommendations from Council Study of Vocational Opportunities in Maryland. Made presentations on the report to the Governor, Lieutenant Governor and other other groups.

Public Relations Coordinator

1. Assisted local advisory councils and local education agencies in assuming responsibility for conducting annual poster contests in recognition of Vocational Education Week.

2. Established cooperative working relationship with news media and State Department of Education Office of Public Information and Publications.

3. Prepared news releases on newsworthy topics and activities related to vocational education and the Council.

4. Arranged for the preparation of a State and several county proclamations on Vocational Education Week. Arranged for State proclamation on Industrial Arts Education Week.

Program Evaluation Committee

1. Reviewed final report on program evaluations conducted by local education agencies during FY 1982.

2. Reviewed results of qualitative program evaluations conducted by community colleges and State Board for Community Colleges

3. Participated in State Department of Education planning meetings on program evaluations for FY 1984-87.

State-Local Coordination/Guidance Committee

1. Monitored progress being made in implementation of State Board of Education "Plan for Improving Guidance Services in Maryland".

2. Made arrangements for Council's Annual Statewide Conference for Local Advisory Councils.

3. Made arrangements for Council's annual public meeting.

4. Published a technical information newsletter for local advisory councils.

State Plan/Evaluation Committee

1. Prepared Council's FY 1983 Annual Evaluation Report.

2. Compiled testimony presented at Council public meeting.

3. Prepared and presented Council testimony to State Board of Education on the FY 1984 State Annual Program Plan and FY 1982 Accountability Report.

Youth/Juvenile Services Committee

1. Held several meetings with representatives of vocational student organizations, local education agencies, and the State Department of Education Vocational Student Organization Specialists to discuss matters of concern related to the support and expansion of vocational student organizations.

2. Arranged for representatives of vocational student organizations to appear before various groups, committees and agencies in support of vocational-technical education and vocational student organizations.

3. Attended functions such as statewide meetings, skill olympics, and banquets sponsored by vocational student organizations.

4. Visited institutions of the Juvenile Services Administration to obtain firsthand knowledge about programs offered in vocational-technical education.

5. Met with representatives of Administrative Office of the Courts to discuss the handling of juvenile offenders by the judiciary.

OTHER COUNCIL ACTIVITIES

A. Publications

Published and distributed the following documents:

- Summary of Responsibilities and Relationship of Local Advisory Councils on Vocational-Technical Education
- Council Annual Evaluation Report
- Information Package for Maryland Delegation to Congress
- Background Information and Recommendations on State Support for Vocational-Technical Education
- Special Report to Governor on the Status of Implementation of Recommendations from a study of Vocational Opportunities in Maryland

B. Presentations

Presentations were made to the following individuals and groups on pertinent vocational-technical education issues such as changes in State and federal legislation, Job Training Partnership Act-Vocational Education relationship, State funding for vocational-technical education and the responsibilities of local advisory councils:

- Governor
- Lieutenant Governor
- Maryland Legislators
- Maryland Delegation in Congress
- Maryland State Board for Community Colleges
- Maryland Community College Presidents
- Maryland Community College Occupational Deans
- Chesapeake and Potomac Association of Private Schools
- State Employment and Training Council
- Graduate Students [illegible]cational Education, University of Maryland
- Maryland State Board for Vocational-Technical Education
- Local Advisory Councils on Vocational-Technical Education

C. Visitations

Visited secondary schools, juvenile institutions, the vocational rehabilitation center, community colleges, and independent postsecondary schools involved in vocational-technical education.

D. Participations

Participated in the following State and National Conferences:

- County Local Advisory Council meetings
- Numerous Vocational Student Organization functions
- State Employment and Training Council meetings
- State Advisory Council Southern Regional Conference

D. **Participations** (Continued)

American Vocational Association Convention
Joint National Advisory Council/State Advisory Council on Vocational Education Conference
Annual Statewide Vocational Education Student Organization Conferences
Vocational Education Professional Organizations
National Conference on Technical Education

E. **Sponsored Conferences**

Sponsored the following major conferences:

Tenth Annual Conference for Local Advisory Councils on Vocational-Technical Education
Public Meeting on Vocational-Technical Education
Conference on High Technology

F. **Special Meetings**

- Met with State Superintendent of Schools to discuss Council recommendations.
- Met with representatives of State vocational education delivery systems to obtain information on the status of implementation of recommendations contained in the Council's Report of Vocational Opportunities in Maryland.

PART I

EVALUATION

MANDATED CONTENT OF STATE ADVISORY COUNCIL ANNUAL EVALUATION REPORT

The Vocational Educational Act of 1963, as amended, specifies the following topics shall be addressed in the State Advisory Council annual evaluation report. These topics are discussed in the sections of this Part.

a. Council evaluation of effectiveness of programs, services, and activities in meeting goals set forth in the annual program plan.

b. Review of program evaluation results.

c. Review of analysis of the distribution of Federal funds within the State.

d. Council comments on reports of State Job Training Coordinating Council.

e. State Job Training Coordinating Council comments on Advisory Council Annual Evaluation Report.

f. Identification and assessment of State's vocational education and employment and training needs.

g. Council recommendations for changes in programs, services, and activities.

COUNCIL EVALUATION OF EFFECTIVENESS OF PROGRAMS, SERVICES, AND ACTIVITIES IN MEETING GOALS SET FORTH IN THE ANNUAL PROGRAM PLAN

The status of completion of planned activities provided in the following paragraphs is based on an analysis of a partial draft of the Vocational-Technical Education Accountability Report FY 1983.

A. Equal Access

Four activities were scheduled for implementation under Goal I of the State Five Year Plan 1983-1987 which specifies that persons at each educational level will have equal access to quality vocational programs regardless of sex, age, race, national origin, handicapping condition, disadvantagement and/or English speaking ability.

Summary of FY 1983 Activities

Number of Activities Planned	4
Number of Planned Benefits Achieved or Surpassed	3
Number of Planned Benefits Partially Achieved	1
Number of Activities Not Conducted	0

Some noteworthy benefits realized from activities conducted in support of equal access objectives include:

1. "The Vocational Equity Specialist met with 20 Title IX Coordinators and 21 Local Vocational Directors to assess the individual equity needs of vocational education at the LEA level. Nineteen workshops were provided to local vocational personnel addressing the changing roles of male and female students of secondary high schools. Exemplary sex equity materials were disseminated to 500 teachers and counselors for use with 2,000 vocational students. All federally mandated activities were implemented."

2. "The Technical Assistance Project has provided 30 days of direct technical assistance in 49 secondary schools for a total number of approximately 1,500 principals, counselors and teachers. The project also provided technical assistance on the OCR Guidelines to Calvert County, Baltimore City and the MSDE OCR Team involving approximately 50 vocational educators."

B. Instructional Programs

Twenty-one activities were scheduled for implementation under Goal II of the State Five Year Plan 1983-1987 which specifies that vocational students will receive high quality vocational-technical education programs which are based on opportunities for gainful employment and consistent with the students' needs, interests, and abilities.

Summary of FY 1983 Activities

Number of Activities Planned	21
Number of Planned Benefits Achieved or Surpassed	14
Number of Planned Benefits Partially Achieved	7
Number Activities Not Conducted	0

Individual activities in support of this goal provide:

1. Funds through formula to secondary and postsecondary agencies for the purposes of expanding, modifying, improving and maintaining programs for regular, disadvantaged and handicapped students at the secondary, postsecondary and adult levels.

2. Technical assistance and fiscal resources for numerous programs for special groups and categories of students including incarcerated adults, displaced homemakers, handicapped, out-of-school and unemployed persons, youth in juvenile institutions, and limited English speaking persons. Data on various aspects of instructional program enrollments are provided in the Tables of Part III which were developed from information submitted by the State Department of Education on NCES Form 2404 dated 12/1/83 and computer printouts prepared for the Council.

FY 1983 planned enrollment objectives were achieved to the extent indicated below.

FY 1983 Enrollment Summary

	Planned*	Actual	Difference
Secondary (less Consumer Homemaking)	85,561	85,558	-3
Secondary Consumer Homemaking	87,000	81,372	-5,628
Postsecondary	57,755	70,279	+12,524
Adult	19,030	20,303	+1,273
Adult Consumer Homemaking	8,000	1,317	-6,683
TOTAL	257,346	258,829	1,483

*Planned enrollment figures were extracted from the State Five-Year 1983-1987 and FY 1983 Annual Program Plans. Actual enrollments, except for postsecondary and adult, were less than planned. However, as indicated in the following comparison, actual enrollments in postsecondary programs have experienced continued growth since 1970, while secondary enrollments peaked in FY 1981 and started to decline in FY 1982. Total public school enrollment grades 7-12 is expected to decrease 23% between FY 1981 and FY 1987.

Comparison of Secondary and Postsecondary Vocational-Technical Education Program Enrollments (Less Consumer Homemaking)

	FY 1970	FY 1981	FY 1982	FY 1983	Change (FY 82-83)	% Change (FY 82-83)
Secondary	64,233	96,979	88,838	85,558	-3,280	(-3.7%)
Postsecondary	5,616	57,810	61,302	70,279	+8,977	(+14.6%)
TOTAL	69,849	154,789	150,140	155,837	+5,697	(+3.8%)

C. Program Improvement

Fifteen activities were scheduled for implementation under Goal III of the State Five Year Plan 1983-1987 which specifies that vocational students and personnel will be provided services to enhance quality vocational programs.

Summary of FY 1983 Activities

Number of Activities Planned	15
Number of Planned Benefits Achieved or Surpassed	9
Number of Planned Benefits Partially Achieved	4
Number Activities Not Conducted*	2

*These activities were scheduled to be conducted if additional funds in the amount of $287,201 could be provided. Funds were not available for this purpose.

Some noteworthy benefits realized from activities conducted in support of administration objectives include:

1. "Three hundred twelve guidance supervisors, counselors assigned to vocational-technical schools, vocational administrators and vocational teachers were trained at five Statewide workshops in vocational assessment, program development and skill development and application of skills in predicting job market trends, using appropriate tests, fostering effective decision-making and in identifying and evaluating essential job seeking and keeping skills. The provision of bias-free information and the changing work patterns of women were stressed."

2. "Three hundred and ninety economically disadvantaged vocational students were employed and earned funds which enabled them to remain in vocational programs. These opportunities were provided in the two agencies which were above the State average in dropout and unemployment rates."

3. "Twenty-two vocational administrators (including comprehensive high school principals with five or more vocational programs) participated in a 10-day personnel development program and implemented practices and procedures to increase the enrollment and retention of non-traditional vocational students. Twelve follow-up activities were sponsored by the participants for total school faculty at 12 secondary schools."

D. Administration

Fourteen activities were scheduled for implementation under Goal IV of the State Five Year Plan 1983-1987 which specifies that administration of the State and local vocational-technical programs will be maintained and improved. This will include components to which the interest and purpose of State and federal laws are directed for vocational-technical education.

Summary of FY 1983 Activities

Number of Activities Planned	14
Number of Planned Benefits Achieved or Surpassed	11
Number of Planned Benefits Partially Achieved	3
Number Activities Not Conducted	0

Some noteworthy benefits realized from activities conducted in support of administration objectives include:

"Twenty-five State staff personnel participated in national conferences sponsored by the National Vocational Development Consortium. These conferences led to increased knowledge and skill in the areas of vocational legislation, the Job Training Partnership Act, and planning. In addition, seven members of the Division are active or affiliate members of the Consortium."

REVIEW OF PROGRAM EVALUATION RESULTS

A. Secondary Programs

As discussed in the Council's 13th Annual Report, the federal requirement for all vocational-technical education programs to be evaluated during the five-year period FY 1978-1982 was satisfied during FY 1982. The second five-year program evaluation cycle started in FY 1983 and each program must be evaluated again during the period FY 1983-1987.

No program evaluations were conducted during FY 1983. Action was initiated to revise the evaluation program based on an analysis of the implementation of recommendations resulting from evaluations conducted during the initial five-year cycle. Implementation of the revised evaluation program is scheduled to be carried out in Baltimore, Charles, Talbot and Washington counties during FY 1984. Representatives of the State Advisory Council on Vocational-Technical Education will monitor the evaluations conducted.

B. Postsecondary Programs

During FY 1983, all programs offered at each community college were evaluated in quantitative terms. As a result of this review 48 programs were selected for qualitative self assessment by the individual colleges. The final results of this effort are currently under review and will be addressed in the Council's next report.

Since the community college program evaluation process was initiated in 1978, a total of 230 occupational programs have been selected for qualitative analysis because they did not meet tolerance levels established for specific criterion related to enrollment, awards, discipline cost and follow-up data. The quality of a number of these programs was subsequently improved through modifications. However, prior to 1983, 50 programs were discontinued and 17 programs were inactivated as the result of this evaluation program. Evaluation of postsecondary programs was carried out in an exemplary manner, particularly with regard to the follow-up qualitative analyses of programs which did not meet established criteria. The Council concurs in actions taken to inactivate or discontinue certain programs. The following Table summarizes program evaluation results 1978 - 1982.

Table 1

MARYLAND STATE BOARD FOR COMMUNITY COLLEGES
PROGRAM EVALUATION SYSTEM

	Number of Active Programs		Programs Designated for Evaluation										Programs Discontinued 1978-1982		Programs Inactive 1978-1982	
			1978		1979		1980		1981		1982					
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
TRANSFER	84	21	-	-	1	2	16	33	3	6	14	29	-	-	-	-
OCCUPATIONAL																
Business and Commerce	101	26	10	27	10	22	12	25	15	29	12	25	9	18	2	12
Data Processing	23	6	2	5	5	11	1	2	1	2	-	-	-	-	-	-
Health Services	66	17	8	22	6	13	1	2	11	21	7	15	9	18	3	18
Mechanical and Engineering	60	15	11	30	14	31	8	17	9	17	9	19	13	26	8	47
Natural Science	14	4	2	5	4	9	3	6	3	6	2	4	6	12	2	12
Public Service	48	12	4	11	5	11	7	15	10	19	4	8	13	26	2	12
TOTAL	396	100	37	100	45	100	48	100	52	100	48	100	50	100	17	100

Source: State Board for Community College Report: The Improvement of Occupational Education in Maryland, December 1983.

REVIEW OF ANALYSIS OF THE DISTRIBUTION OF FEDERAL FUNDS WITHIN THE STATE

A. Fiscal Year 1982

The State Advisory Council received a copy of the State's Financial Status Report (NCES Form 2402-2) for FY 1982 vocational education funds on March 6, 1984. Information provided in the report represents the final status of expenditure of Source Year 1982 funds. Section 412 (b) of the General Education Provisions Act permits obligation and expenditure of funds in the year following the fiscal year for which they were appropriated. Therefore, this is the first opportunity the Council has had to analyze the final distribution of FY 1982 funds.

Results of the Council's review and analysis of Source Year 1982 funds are summarized in the following paragraphs.

1. Matching requirements established by Federal legislation were satisfied. State and local funds exceeded the required 50% of expenditures or costs for:

   - Total program
   - Handicapped
   - Disadvantaged
   - Postsecondary and Adult

2. State matching equals the required 50% for State administration.

3. Basic distribution requirements for Federal funds were satisfied. Section 102a funds were allocated for basic grant purposes, program improvement and special services in accordance with direction received from the U.S. Department of Education.

4. Required State maintenance of effort in funding vocational programs was satisfied.

5. Required minimum expenditures of Federal funds for sex equity, disadvantaged, postsecondary/adult, vocational guidance, consumer homemaking in depressed areas, and limited English speaking ability were satisfied.

6. Required minimum expenditure of Federal funds for handicapped was not satisfied.

7. A total of $26,437 in Fiscal Year 1982 Federal vocational education funds allocated to the State were not obligated and will be returned to the Federal government.

Table 2

*Review of Distribution and Utilization of Fiscal Year 1982 Federal Funds

1. FY 1982 Federal Funds allocated to State of Maryland

Basic Grant and Program Improvement	$ 10,557,958
Special Disadvantaged	257,945
Consumer Homemaking	523,463
Planning and Evaluation	64,478
Total	$ 11,403,844

2. Required Minimum Expenditures of Federal Funds

Purpose	Required Minimum	Amount Expended	Difference
a. Vocational Guidance	$ 326,597	$ 799,754	exceeded minimum by $473,157 (144%)
b. Sex Equity	$ 50,000	$ 50,000	met minimum
c. Consumer Homemaking Depressed Areas	$ 174,488	$ 245,435	exceeded minimum by $70,947 (40.7%)
d. Handicapped	$1,055,796	$1,024,925	**$30,871 less than required
e. Disadvantaged	$2,111,592	$2,199,423	exceeded minimum by $87,831 (4.2%)
f. Limited English Speaking	$ 13,987	$ 118,014	exceeded minimum by $104,077
g. Postsecondary and Adult	$1,583,694	$1,759,389	exceeded minimum by $175,659 (11%)

3. Degree to Which Available Federal Funds Were Expended

Allocation	Available	Expended	Not Obligated
a. Basic Grant and Program Improvement	$10,557,958	$10,533,899	$24,059
b. Special Disadvantaged	$ 257,945	$ 257,945	0
c. Consumer Homemaking	$ 523,463	$ 523,463	0
d. Planning and Evaluation	$ 64,478	$ 62,100	2,378
Totals	$11,403,844	$11,377,407	$26,437

*Based on Financial Status Report, NCES 2404-2, submitted by State Department of Education to U.S. Department of Education on March 1, 1984.

**Will be reduced by unobligated funds.

Maryland's allocation of federal funds for vocational education peaked in FY 1981 at $13,417,251. Although subsequent allocations were reduced, the FY 1985 allocation is $12,292,749 or 8.38% less than the FY 1981 peak. Federal allocations for the period FY 1978 - FY 1985 were as follows:

FY 1978	$10,201,119	FY 1982	$11,403,844
FY 1979	$10,702,065	FY 1983	$10,744,926
FY 1980	$11,645,016	FY 1984	$12,021,563
FY 1981	$13,417,251	FY 1985	$12,292,749

B. Fiscal Year 1983

A final detailed analysis of the utilization of FY 1983 Federal funds cannot be provided at this time because the Tydings Amendment of the General Education Provisions Act permits carryover and obligation and expenditure of these funds in FY 1984. Maryland received $10,744,926 in Federal funds for FY 1983. Based on a review of the State's Annual Program Plan and preliminary Financial Status Report for FY 1983, planned and initial utilization of these funds are in accordance with the Vocational Education Act. A more detailed review of the distribution and utilization of FY 1983 funds will be included in the Council's next report after receipt of the State's Final Financial Status Report for FY 1983. The Council will continue to monitor the implementation of these activities through Division of Vocational-Technical Education Quarterly Reports and other means.

COMMENTS ON REPORTS OF THE GOVERNOR'S EMPLOYMENT AND TRAINING COUNCIL

The Job Training Partnership Act replaced the Comprehensive Employment and Training Act on October 1, 1983. At that time, the State Employment and Training Council was superseded by the State Job Training Coordinating Council, which is called the Governor's Employment and Training Council in Maryland.

Council comments on the final report of the State Employment and Training Council are included in the Council's 13th Annual Report. The initial annual report to the Governor prepared by the Governor's Employment and Training Council in accordance with the Job Training Partnership Act is currently scheduled for submission in December 1984. The report will cover the first nine months of activity under the Job Training Partnership Act. Council comments on the first report of the Governor's Employment and Training Council will be included in the Council's 15th Annual Report. A copy of this Report will be submitted to the Governor's Employment and Training Council for comment.

IDENTIFICATION AND ASSESSMENT OF STATE'S VOCATIONAL EDUCATION AND EMPLOYMENT TRAINING NEEDS

Council concerns about the lack of progress being made toward the establishment of a responsive system for the identification and assessment of vocational-technical education and employment training needs have frequently been expressed in previous annual reports. During FY 1983, the State Department of Education, Division of Vocational-Technical Education completed a preliminary needs assessment which identifies the number of students, teachers and program administrators currently involved in secondary vocational-technical education programs and the types of programs and services which are offered. Numbers of secondary school dropouts and potential clients who are incarcerated are also noted. The study basically identifies only those needs which are currently being satisfied. Additional study is required to accurately identify unmet needs for vocational-technical education at the secondary level. Such an assessment is needed to:

1. Properly analyze the extent to which equal opportunity is being provided students of both sexes, racial ethnic minorities, handicapped, and disadvantaged to enroll in programs of their choice.
2. Develop future plans which provide flexibility for increasing or decreasing programs, facilities, and services (including vocational guidance) to meet changing needs as they are identified.
3. Identify constraints to the enrollment of students in vocational-technical programs of their choice such as: inadequate guidance or nonavailability of transportation.
4. Determine the need for additional State funds to support vocational-technical education programs.
5. Determine the extent to which employer requirements for skilled workers are being satisfied.
6. Provide potential program participants with up to date information on the needs of the job market and availability of training programs.

COUNCIL RECOMMENDATIONS FOR CHANGES IN PROGRAMS, SERVICES AND ACTIVITIES

This Report addresses the following three categories of recommendations:

- The status of recommendations presented in the Council study of Vocational Opportunities in Maryland.
- The status of Council recommendations from prior annual reports.
- New Council recommendations which are based on the results of Council observations and evaluations during the past fiscal year.

A. Recommendations from the Council study of Vocational Opportunities in Maryland.

In FY 1981 the Governor asked the Council to conduct a comprehensive review and analysis of vocational opportunities in Maryland. This effort was completed in December 1981. The study report includes a number of recommendations which address the governance of vocational-technical education at the State level as well as changes designed to improve responsiveness within and among individual segments of the Statewide delivery system for vocational-technical education and employment training. A subgroup of the Governor's Cabinet was appointed to review the Council's recommendations and report to the Governor by June 1982 on the feasibility, advisability and costs related to their implementation.

In October 1982 the Cabinet Subgroup (redesignated as the Cabinet Task Force on Employment and Training) submitted a brief report to the Governor which addressed its views on each recommendation presented in the Council report. Appendix A lists the Council recommendations and the Task Force comments on each recommendation.

In response to the Task Force report, the Governor asked the Council to participate with his Special Assistant for the study of employment and training programs in monitoring the implementation of the recommendations which were approved by the Task Force. The results of the Council's review, which was completed in September 1983 and subsequently presented to the Governor, are summarized in Table 3. Table 3 has been updated to reflect progress which has been made on some recommendations since September 1983. These findings indicate that considerable progress has been made by State agencies having service or funding responsibilities in carrying out actions suggested in the recommendations.

On December 6, 1983 the Governor referred the Council's findings to the responsible State agencies and requested initiation of the following actions:

(1) Determine the order of priority of recommendations which have not been completely implemented.

(2) Begin or continue implementation of recommendations which have no fiscal effect or which can be implemented by reorganizing priorities within existing budgets.

(3) Submit plans for the implementation of recommendations which have a fiscal effect. Such plans should include estimated costs, priority and suggested timetable for implementation.

The Council was requested to continue to monitor the agencies' implementation of outstanding recommendations and periodically report its findings to the Governor. In addition, the Council was asked to conduct another review of the need for improved coordination between and among agencies responsible for the administration of the State's delivery systems for vocational-technical education and employment training. It is anticipated that this task will be completed and the results reported to the Governor in approximately six months.

The Council report on the status of implementation of recommendations from the Vocational Opportunities Study, dated September 30, 1983 reported that no action had been taken by responsible agencies to implement 14 of the recommendations approved or not completely evaluated by the Governor's Task Force. The current status of these recommendations is summarized in this paragraph under the agencies responsible for implementation.

(1) **Department of Health and Mental Hygiene**

(a) Recommendation:

A study should be initiated to determine the manner and degree to which pre-vocational programs should be expanded at MR/DDA and Office on Aging facilities.

Current Status:

Department of Health and Mental Hygiene plans to initiate the suggested study. Preliminary meetings with agencies involved will be held in March 1984.

(b) Recommendation:

A program be developed for serving clients of Montebello Center in vocational programs offered at the Maryland Rehabilitation Center. The program should be developed in conjunction with the State Department of Education.

Current Status:

The State Department of Education and State Department of Health and Mental Hygiene conducted a study of cooperative and shared services between the Maryland Rehabilitation Center and Montebello Hospital Center in September 1983. The study report includes provisions for the establishment of a program which would satisfy the need addressed in the recommendation. Department of Health and Mental Hygiene representative plans to meet with Rehabilitation Center personnel to discuss the possibility of establishing a mutually acceptable program.

(c) Recommendation:

A comprehensive program be developed for serving clients of Juvenile Services Administration facilities at public school vocational training facilities during non-peak periods. The objective of the program should be to expand program offerings and serve additional clients. The program should be developed in conjunction with the State Department of Education and local education agencies involved.

Current Status:

Department of Health and Mental Hygiene plans to investigate the feasibility of developing a program for serving institutionalized juveniles either on site or at public school facilities. State Department of Education established an in-house task force to review the overall requirement for more responsive programs and develop a plan of work for the consideration and approval of cognizant agencies.

(2) **Department of Employment and Training**

(a) Recommendation:

State funding for apprenticeship related instruction should be increased to fifty percent of the total cost of the program.

Current Status:

Department of Employment and Training supports, as a goal, an increase in State funding of apprenticeship related instruction to fifty percent of the total cost for such training.

(b) Recommendation:

The desirability of establishing regional apprenticeship training centers throughout the State be investigated.

Current Status:

Prior to FY 1986 the Department of Employment and Training plans to investigate the need for regional apprenticeship training centers throughout the State. Consideration will be given to the current accessibility of training facilities.

(c) Recommendation:

Responsibility for administration of State funding support for apprenticeship related instruction be transferred from the State Department of Education to the State Apprenticeship and Training Council.

Current Status:

Responsibility for administration of the State funding support for apprenticeship related instruction will be transferred to the State Department of Employment and Training on July 1, 1984.

(d) Recommendation:

State Department of Education, State Board for Community Colleges, State Department of Licensing and Regulation and State Apprenticeship and Training Council establish procedures for graduates of public school vocational-technical education programs to receive credit of advanced standing for work completed and skills achieved if they enroll in an apprenticeship program.

Current Status:

State Department of Employment and Training will refer the recommendation to the State Apprenticeship and Training Council. State Department of Education is considering the use of competency exams to document achieved skills for referral to apprenticeship training sponsors.

(3) **State Board for Community Colleges**

(a) Recommendation:

State funds in the amount of $1,500,000 be included in the fiscal year 1983-84 budget for distribution to the community colleges by the State Board of Community Colleges to defray the cost of replacing obsolete equipment utilized in occupational programs.

Current Status:

State Board for Community Colleges has included a request for increased funding in its FY 1985 budget request which will be utilized in part to purchase up-to-date laboratory equipment for the community colleges.

(b) Recommendation:

A Statewide articulation program be established between the secondary and postsecondary school systems.

Current Status:

State Board for Community Colleges is initiating a comprehensive survey of all counties to determine the extent to which articulation programs have been established between secondary and postsecondary school systems.

(c) Recommendation:

An equitable procedure be developed in conjunction with the State Department of Education for the allocation of Federal vocational education funds to secondary schools and community colleges.

Current Status:

State Board for Community Colleges has asked the State Planning Council on Vocational-Technical Education to allocate a larger share of Federal vocational education funds to community colleges.

(4) **State Department of Education**

(a) Recommendation:

Specific needs for additional State funds for vocational-technical education should be identified and prioritized.

Current Status:

The State Department of Education is in the process of expanding the scope of a preliminary study to identify unmet needs for vocational-technical education. It is anticipated that study results will address needs for additional State funds.

(b) Recommendation:

Cooperative agreements be established among local education agencies to allow students to cross county lines to enroll in vocational-technical education programs of their choice.

Current Status:

No local education agency requirements for students to cross county lines to enroll in vocational-technical education programs of their choice have been referred to the State Department of Education.

(c) Recommendation:

A study should be conducted to determine how additional handicapped persons might be served.

Current Status:

No action has been initiated to implement this recommendation.

(d) Recommendation:

A program be developed in conjunction with the Department of Health and Mental Hygiene and Department of Education to provide vocational training services to clients of Mental Hygiene Administration hospital centers similar to those which were recently terminated because of budget reductions. Such a program should include utilization of public school facilities on a shared basis during non-peak periods to the maximum extent feasible.

Current Status:

No action has been initiated to implement this recommendation.

Table 3

STATUS OF RECOMMENDATIONS - VOCATIONAL OPPORTUNITIES STUDY

Status	RECOMMENDATION NUMBER[1] 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Approved by Governor's Task Force	N	X	X	X	X	X	X	N	D	X	X	X	X	X	X	X	X	X	X	X	X	X
Implementation Underway	X	X	X	X	X		X	X	X			X		X	X		X	X	X	X		
Implementation Completed											X					X					X	
No Action Taken to Implement						X				X			X									X

Status	RECOMMENDATION NUMBER[1] 23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43
Approved by Governor's Task Force	N	X	X	X	X	X	D	X	X	X	X	X	X	X	X	N	N	N	X	X	X
Implementation Underway		X		X		X		X	X				X		X	X				X	
Implementation Completed			X							X		X		X							
No Action Taken to Implement					X		X				X								X		X

Code:

1. Recommendation numbers refer to recommendations listed in Appendix A.
2. A figure "X" in a number column identifies a recommendation approved by the Governor's Task Force.
3. A letter "N" in a number column identifies a recommendation not approved by the Governor's Task Force.
4. A letter "D" in a number column identifies a recommendation not completely evaluated by the Governor's Task Force.

B. Status of Council Recommendations from Prior Annual Reports

Table 4 is a matrix which provides a record of the topics addressed in previous recommendations as well as a continuing summarization of the status of action being taken in response to the recommendations. This matrix addresses the current status of Council recommendations submitted in its Evaluation Reports from FY 1970 through FY 1982.

As used in this Report column headings have the following meanings:

1. No action ———— The appropriate agency has not initiated any action in response to the recommendation.
2. Action initiated —— Action has been initiated in response to recommendation.
3. Substantial Action — Action has been initiated in response to recommendation and implementation is well underway.
4. Action Complete —— All aspects of the recommendations have been satisfied.

An underscored figure X in the Status columns identifies recommendations on which some action was taken during FY 1983.

Lines with arrows indicate direction and amount of change in status observed during FY 1983.

The numbers in the second column entitled "Council Report No." refer to numbers assigned to previous Annual Reports. These Reports were submitted as follows:

#1 - 1970	#6 - 1975	#11 - 1980
#2 - 1971	#7 - 1976	#12 - 1981 (no new recommendations)
#3 - 1972	#8 - 1977	
#4 - 1973	#9 - 1978	
#5 - 1974	#10 - 1979	

The status of implementation of recommendations presented in the Council's 13th Annual Report is summarized in Table 5.

TABLE 4

Matrix of Recommendations

STATUS 1983

*TOPIC OF RECOMMENDATION	COUNCIL REPORT NO.	NO ACTION	ACTION INITIATED	SUBSTANTIAL ACTION	ACTION COMPLETED
CURRICULUM AND PROGRAM DEVELOPMENT					
Timely Project Funding	1, 2, 3, 4				X
Program Priorities/Funding	2, 4			X →	X
Funding Formula	5, 6				X
Funding Apprenticeship Training	11			X →	X
Adult Program Support	1, 5		X →	X	
Cluster Programs	1		X		
Cooperative Programs	1			X	
Career Education	2		X		
Program Expansion	4, 5		X		
Integrate Education Goals	2				X
Improved Vocational Goals	1, 2				X
Vocational Skill Standards	5			X	
Community College-Statewide & Regional Programs	8				X
Industrial Arts Education/Prevocational Education	9, 11	X ←	X		
PERSONNEL DEVELOPMENT					
Guidance Paraprofessionals	4		X		
In-service Guidance Training	4			X	
Certification	6	X			
Teacher Training	6			X	
VOCATIONAL GUIDANCE, PLACEMENT AND FOLLOW-UP					
Student Placement	2, 3, 6, 7			X	
Longitudinal Studies	1			X	
Guidance	2,3,5,6,9			X	
Student Needs	1, 7, 8		X		
Student Performance Evaluation	1				X
SPECIAL NEEDS					
Handicapped/Disadvantaged Goals	3, 6		X →	X	
Corrections	7, 8		X		
LOCAL COMMUNITY RESOURCES					
Local Advisory Councils (State Dept. of Education Activity)	1, 4, 6, 7			X	
Division of Voc-Tech Education/Local Meetings	4				X
Utilization of Private Postsecondary Schools	4, 5, 7	X →	X		
YOUTH/ADULT DEVELOPMENT					
Utilization of Resources	7			X	
Vocational Student Organizations	10			X	
ANCILLARY SERVICES					
Management/Planning Information	1-6, 9, 10, 11		X		
Expenditure Reporting	5			X	
Semi-annual Activity Reports	1,2,8				X
Manpower Information System	1-3, 9, 10		X →	X	
Vocational Information System	4			X	
State Board of Education/State Board for Community College Articulation	2, 3, 7		X		
State Dept. of Education/State Advisory Council Coordination	1				X
Adult Enrollment Reports	4				X
Research Coordinating Unit	1, 3, 5, 6, 9		X		
Public Relations	1, 2, 3, 6, 9, 10		X →	X	
Annual Public Report	3		X →	X	
Newsletter — Staff Bulletin	4	X →		X	
State Board of Education Meet as State Board of Vocational Education	4			X	
State Categorical Funding	9, 11			X	
Directory of Programs	6	X			
Program Evaluation	7				X
Western Maryland Vocational Resource Center	9				X

*Copies of prior Council recommendations may be obtained from Council office.

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Table 5

Status of 1982 Council Recommendations

Council Recommendation	Response from Agency Addressed in Recommendation	Action Taken During FY 1983-84
1. State Job Training Coordinating Council encourage private industry councils to make maximum utilization of available vocational-technical education facilities of public secondary schools, community colleges and independent postsecondary schools in providing training programs for disadvantaged youth and adults and dislocated workers.	1. The State Board of Education concurs with the recommendation that private industry councils make maximum utilization of available vocational-technical education facilities of public postsecondary schools, community colleges and independent postsecondary schools in providing training programs for disadvantaged youth and adults and dislocated workers. Utilization of such vocational-technical facilities would have to be contingent upon cooperation from the local agencies and non-interference with school-based implementation of approved program contracts funded with federal, state and/or local monies.	1. The Governor's Employment and Training Council developed criteria for coordinating activities under the Job Training Partnership Act with programs and services provided by State and local education and training agencies and other agencies and groups which have an interest in employment and training. The criteria stresses the role of the public and private education systems in the delivery of vocational, basic and remedial education.
2. Governor's High Technology Roundtable insure that responsible State agencies and boards develop, as a matter of priority, requisite plans for refocusing vocational-technical training and technical education in public schools as suggested by the Governor's Ad Hoc Commitee on High Technology in its Report on High Technology, dated October 1982.	2. The State Board of Education is pleased to note that the Division of Vocational-Technical Education has already made plans (Activity 3.4.1, FY 1984 Plan) to infuse concepts and practical applications relative to high technology into the vocational education curriculum by: (1) convening an advisory council to establish competencies for a module, (2) developing a core curriculum for the module, (3) determining schools where module will be piloted, and (4) inservicing teachers who will participate in the activity. It is anticipated that this activity will provide the basis for immediate and long-range strategies that will assist secondary and public postsecondary schools to modify, expand and initiate vocational programs to be consistent with high technology in the industrial/business environment.	2. State Department of Education allocated funds to five counties for the joint development of model high technology programs by secondary agencies and postsecondary institutions, which will be implemented over a three year period. The model programs are being developed in Baltimore, Frederick, Howard, Prince George's and Washington Counties and provide for two years of instruction at the secondary level followed by two years at the postsecondary level.
3a. State Department of Education establish a computerized inventory system that would provide data on the following dimensions of the facilities issue:	3a. The State Board of Education agrees that the goal of establishing a computerized inventory system for facilities is highly desirable. At the present time, however, development of a flexible computerized system during FY 1984 cannot be pursued for the following reasons:	3a. No action taken.

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Table 5 (Continued)

Status of 1982 Council Recommendations

Council Recommendation	Response from Agency Addressed in Recommendation	Action Taken During FY 1983-84
3a. (Continued) • Identification of facilities by vocational program in each of the various counties and the City of Baltimore. • Student capacity for each of the facilities. • Percent of utilization of facilities during the regular school day. • Numbers of spaces available for students in the various programs by school and by county/city. • Availability of facilities for the extended day/year use. • Data on the extended use of facilities by the prime user or tenant.	3a. (Continued) • Limited financial and personnel resources. • Priority will be given to completing the equipment inventory system. • The information detailed in your recommendation is on file and available from your recent facilities study. Further consideration will be given to addressing your recommendation in the FY 1985 planning cycle.	3a. No action taken.
3b. State Department of Education encourage local education agencies to explore the possibility of a loan or leasing arrangements for laboratory equipment as a means of providing for optimum modernization of such items.	3b. The State Board of Education agrees that local education agencies must explore the possibility of a loan or leasing arrangement for laboratory equipment as a means of providing for optimum modernization. Preliminary to developing such guidelines, the Division of Vocational-Technical Education will address the topic during the Fall, 1983 conference for local directors of vocational-technical education.	3b. No action taken.
3c. State Department of Education develop guidelines for a joint agreement with respect to the tenant use of facilities.	3c. The State Board of Education agrees that when vocational facilities are underutilized such facilities should be made available to other agencies that offer occupational programs. Use of such vocational facilities would, of course, have to be within the parameters of federal and state laws. The role of the State Department of Education should be, however, to lend technical assistance to local education agencies to develop guidelines consistent with local needs. The degree of help provided would necessarily depend upon available personnel and other resources.	3c. No action taken.

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Table 5 (Continued)

Status of 1982 Council Recommendations

Council Recommendation	Response from Agency Addressed in Recommendation	Action Taken During FY 1983-84
3d. State Department of Education develop guidelines for the financing of equipment and facilities when used on an organized basis beyond the regular school day (6 hr).	3d. The State Board of Education agrees that it is desirable to develop guidelines for the financing of equipment and facilities when used on an organized basis beyond the regular school day. Since needs, specifications, requirements, etc. vary among the local education agencies such guidelines should be developed by individuals agencies, with assistance from local advisory councils.	3d. No action taken.
3e. State Department of Education develop recommended guidelines for laboratory equipment used in the various vocational programs.	3e. The State Board of Education agrees with the recommendation that guidelines should be developed for laboratory equipment used in vocational programs. Progress has been made toward developing such guidelines. Contingent upon the availability of human and financial resources, continuation of the project has been planned for the next fiscal year.	3e. No action taken.
3f. State Department of Education develop a depreciation schedule that could be used as a replacement funding guide by the local education agencies.	3f. The State Board of Education agrees with the recommendation that a depreciation schedule should be used as a replacement funding guide by local education agencies. The Division of Vocational-Technical Education has been pursuing the matter. Efforts to locate prepared depreciation tables from other in-state and out-of-state agencies have been unsuccessful. Additionally, the Interagency Committee for Public School Construction has been contacted to discuss ways of developing valid depreciation schedules.	3f. The effort to contract with an agency to develop capital equipment lists was not successful. The Ohio Research Center could not produce the requested lists and Oklahoma's quoted price was cost prohibitive. Materials were collected from the Vocational Curriculum Development Center in Louisiana.

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Table 5 (Continued)

Status of 1982 Council Recommendations

Council Recommendation	Response from Agency Addressed in Recommendation	Action Taken During FY 1983-84
4. State Board of Education arrange for the provision of $3,000,000 annually in the State's operating budget for categorical aid for vocational-technical education at the secondary level.	4. The State Board of Education recognizes that there is an add-on cost when vocational specifications for quality, which impact upon practical application of concepts, are promulgated. Language which describes the rationale and impact of each "quality" criteria must be prepared for extensive review by practitioners and users of the product. The results of such an examination will guide the priorities of the Board toward setting a realistic cost for promoting vocational education as a viable educational option for secondary students.	4. No action by State Board of Education The State Advisory Council on Vocational-Technical Education presented testimony to the Governor's Task Force to Study the Funding of Public Education which emphasized the need for establishing an allocation for vocational-technical education set-asides on a continuing rather than annual basis. Legislation was introduced by the Administration during the 1984 session of the General Assembly to establish continuing set-asides for secondary vocational-technical education.
5. Responsible agency heads represented on State Occupational Information Coordinating Committee expedite the implementation of a responsive State Occupational Information System.	5. The State Board of Education agrees that the State Occupational Information Coordinating Committee should expedite the implementation of a State Occupational Information System. The lack of a SOICC director from the later half of 1982 through early 1983 severely hampered progress in following through on the initial work that had been done in developing the conceptual framework of the Occupational Information System (OIS). Since the time that the new director was appointed, SOICC has approved the formation of two work groups to assist the director in developing the specific content and format of the remaining sections of the OIS. The data producing agencies represented on SOICC as well as other concerned users of occupational data have each contributed staff assistance in an effort to speed the process of establishing the OIS in Maryland.	5. As a result of the Job Training Partnership Act and establishment of the new State Department of Employment and Training considerable progress has been made to establish a responsive statewide labor market information system. The Governor's Employment and Training Council's Labor Market Information Task Force has developed a Labor Market Information Policy Statement which outlines the objective, system capability, relationship to existing system, and content of the statewide system. The State Department of Employment and Training has made considerable progress in the development of county and area labor demand data.

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C. New Council Recommendations

(1) Vocational Student Organizations

Chapters of the following vocational student organizations have been established in a number of public secondary schools throughout the State:

Distributive Education Clubs of America (DECA)
Future Farmers of America (FFA)
Future Homemakers of America (FHA-HERO)
Future Business Leaders of America (FBLA)
Health Occupations Students of America (HOSA)
Vocational Industrial Clubs of America (VICA)

The State Department of Education provides technical and supportive services to the student organizations through three Vocational Student Organization Specialists who are assigned to the Division of Vocational-Technical Education.

The following recommendations are based on a recent Council review of the adequacy of services provided student organizations at the State and local levels.

(a) Attendance Credit

Recommendation:

State Department of Education encourage local education agencies to authorize members of vocational student organizations to be credited for school attendance when attending officially sanctioned vocational student organization activities during the school day.

Rationale:

During the school year officers of the vocational student organizations are periodically asked to visit and/or make presentations to various groups or participate in other officially sanctioned activities away from their home school during the school day. In many cases the participating student is officially counted as absent from school for the day and the absence is recorded in the student's permanent record. A record of excused or unexcused absences could be detrimental to the student during subsequent job interviews, etc. The Council believes this procedure might cause some students to avoid involvement in activities such as vocational student organizations.

(b) Annual Statewide Conference

Recommendation:

State Department of Education encourage vocational student organizations to hold an annual statewide leadership conference which involves all of the secondary school vocational student organizations.

Rationale:

Vocational student organizations schedule annual Statewide leadership training and competitive events conferences. Each student organization independently schedules and sponsors its own conferences. Although the activities scheduled for competitive events conferences are generally peculiar to the sponsoring student organization, the activities related to leadership training conferences are common to all student organizations. A single Statewide conference on leadership training would provide an opportunity for a wide exchange of ideas and learning concepts related to leadership.

(c) Administrative Support

Recommendation:

State Department of Education reevaluate the adequacy of administrative support provided vocational student organizations.

Rationale:

Activities of vocational student organizations are an integral part of the vocational instruction offered in the public school system. Maryland's six vocational student organizations are supported at the State level by three vocational student organization specialists assigned to the staff of the State Department of Education, Division of Vocational-Technical Education. Secretarial support is provided the vocational student organization specialists on a shared basis to satisfy the needs of the six student organizations. In recognition of the invaluable leadership training afforded by vocational student organizations, it is suggested that the adequacy of administrative support provided these organizations be reevaluated.

(2) Program Completer Placement Program

Recommendation:

State Department of Education encourage local education agencies to establish job placement programs which utilize and compensate vocational-technical education instructors for making arrangements with employers to hire program completers in jobs related to their training.

Rationale:

Vocational-technical education instructors are knowledgeable about the relationship between the skill training needs of business and industry and the content of vocational-technical education programs offered in the secondary school system. Instructors are very familiar with the strengths and weaknesses of the students they teach and are well qualified to represent the products of their programs in the area of job placement. Instructors know the employers who may be interested in hiring graduates of their programs.

Placement service is one of the six purposes for which local education agencies many expend State categorical funds designated as set-asides from the basic current expense aid for each subdivision. However, between 1981-84 less than eight percent of the categorical funds have been used for this purpose. The work associated with this type of placement program could be accomplished by instructors on weekends, during the summer, other vacation periods and after school. It is suggested that each local education agency determine how instructors should be paid for their services.

(3) Industrial Arts Education for Juvenile Offenders

Recommendation:

Juvenile Services Administration initiate action to establish industrial arts education programs for institutionalized juvenile offenders.

Rationale:

Institutions of the Juvenile Services Administration currently offer a variety of prevocational, skill development and vocational programs. Facilities, equipment, instructional materials, and instructional programs currently available in support of these activities are generally inadequate and detract from the quality and responsiveness of the training provided. The average period of time for a juvenile to be institutionalized is approximately four to five months. Comprehensive skill development or vocational-technical education in any occupational area cannot be completed while the juveniles are institutionalized. In view of the time factor involved and recognized limitations of available programs, consideration should be given to replacement of these programs with specially tailored industrial arts education programs. An industrial arts education program can be designed to provide juveniles a maximum amount of exposure to activities which will help develop understanding of industry and technology, aid in the discovery and development of individual potential, develop basic skills in the safe use of common tools and equipment, develop techniques in problem solving, and provide experience in working cooperatively with others. Programs developed for this purpose should be taught by qualified industrial arts education instructors.

(4) High School Graduation Requirements

The State Superintendent of Schools is currently considering recommendations of the Maryland Commission on Secondary Education for changes in high school diploma and graduation requirements. Council suggestions for several changes in the Recommendations of the Maryland Commission on Secondary Education, Volume I, Graduation Requirements have been submitted separately to the State Superintendent of Schools. The following changes which relate to the recommended award of an advanced diploma and additional elective credits are included in this report to highlight Council concern about these issues.

(a) High School Diploma

Recommendation:

The State Board of Education continue the current policy which provides for the award of a standard Maryland high school diploma to all students who complete the credits specified as requirements for graduation.

Rationale:

The proposed change in diploma requirements which provides for the award of either the Maryland high school diploma or the Maryland high school advanced diploma is not considered to be appropriate for the following reasons:

- The two diploma system could result in the establishment of a caste system under which those students electing the high school diploma might be considered less capable than those electing the advanced diploma.
- Students may elect to take courses on the basis of the prestige of the diploma rather than their ability to successfully complete the work involved.
- The possibility of gravitation on the part of the four year colleges and universities to elect to accept a student with an "advanced" diploma over a student with a "standard" diploma.

As an alternative, it is suggested that the intent of the advanced diploma to provide an incentive for students to pursue more challenging programs could be satisfied by the award of a State Board of Education certificate to students who successfully complete the additional credit requirements associated with the advanced diploma which are specified by the Commission on Secondary Education.

(b) Elective Credits

Recommendation:

Industrial Arts/Technology Education and Home Economics be added to the list of additional courses for which credit toward graduation may be earned.

Rationale:

The study of Industrial Arts/Technology Education is designed to enable the individual to function in a technological society. Furthermore, it is an invaluable form of education that could play an important career education or exploratory role for students going on to college as well as those going into the vocational programs. Inclusion of Industrial Arts/Technology Education as one of the specified electives is consistent with the needs of persons living in the 20th and 21st Centuries as well as preparation for students selecting careers in engineering or vocational-technical fields.

Home Economics programs are designed to help students determine worthwhile values for personal and home living, discover their needs, interests, and capabilities related to home and family life and achieve satisfactory personal and social relationships.

PART II

STATUS REPORTS

STATE OCCUPATIONAL INFORMATION COORDINATING COMMITTEE

The 1976 amendments to the Vocational Education Act of 1963 mandated the establishment of a State Occupational Information Coordinating Committee (SOICC) as a prerequisite to the receipt of federal funds in support of vocational education. The SOICC is composed of a representative from each of the following agencies:

- State Board of Education
- State Employment Security Agency
- State Employment and Training Council
- Vocational Rehabilitation Program

As discussed in previous annual reports, the State Occupational Information Coordinating Committee is assigned the following responsibilities:

1. To implement an occupational information system which meets the common needs of agencies responsible for the planning and operation of programs assisted under the Federal Vocational Education Act and the Job Training Partnership Act in October 1983.
2. To establish a career information delivery system which is designed to assist people choose jobs and careers by providing them with current, accurate, and locally relevant occupational, education and training information.

The Job Training Partnership Act replaced the Comprehensive Employment and Training Act on October 1, 1983. In Maryland, this change resulted in the reassignment of responsibilities for the development of State occupational and labor market information systems. Under the Job Training Partnership Act, the State Department of Employment and Training has been designated as the agency responsible for oversight and management of a Statewide comprehensive labor market and occupational supply and demand information system. The Governor's Employment and Training Council's Labor Market Information Task Force has assumed responsibility for carrying out the function of the State Occupational Information Coordinating Committee. As a result of these changes it appears that progress is now being made toward the implementation of more responsive Statewide systems for occupational and labor market information. A comprehensive evaluation of the results of actions which have been initiated will be included in the Council's next report.

Continued progress was made during the past year toward improving the Information Network for Occupational Resources in Maryland (INFORM) which is the State supported career information delivery system. Four hundred units of this system are now located throughout the State in secondary schools, community colleges, public libraries and at agencies and offices which serve individuals who are seeking jobs. INFORM offers complete information on 395 occupations, including outlook and salaries for Maryland and the entire country. INFORM recently became involved in a pilot project at three Baltimore City vocational high schools which allows these schools to access portions of the Job Bank listings of the State Department of Employment and Training.

LOCAL ADVISORY COUNCILS

The State Advisory Council on Vocational-Technical Education sponsored its Tenth Annual Local Advisory Council Conference on June 21 and 22, 1983. The Conference was devoted primarily to the discussion of such topics as the skill training needs of high technology industry, implementation of the Job Training Partnership Act in Maryland, and the adequacy of high school graduation requirements. In addition, the State's various delivery systems for vocational-technical education and topics of special concern to Local Advisory Councils were explored in depth. Throughout the Conference attention was focused on understanding and meeting the responsibilities of local councils.

The following groups and individuals were represented or attended the Conference:

- Local Advisory Councils
- Local Boards of Education
- Local Directors of Voc-Ed
- Occupational Deans
- Local Superintendents of Schools
- Community College Presidents
- Secretary of State
- State Board of Education
- State Department of Education
- State Board for Community Colleges
- State Board for Higher Education
- Lieutenant Governor
- Private Industry Councils
- Maryland Delegation in Congress

Conference speakers included George L. Bunting, Jr., Chairman of the Governor's Employment and Training Council; Dr. Patrick N. Keating, Associate Director of Research, Bendix Advanced Technology Center; Lt Governor J. Joseph Curran, Jr.; and Dr. Brent M. Johnson, Secretary, State Department of Employment and Training.

The State Department of Education, Division of Vocational-Technical Education and State Advisory Council on Vocational-Technical Education conducted two regional conferences for local advisory councils. The Conferences were designed to bring together at the local level members of local advisory councils, private industry councils, economic development agencies, and secondary and postsecondary school administrators for the purpose of discussing various aspects of local coordination and cooperation in planning, delivering and assessing the quality and responsiveness of vocational-technical education and employment training.

A number of local advisory councils appear to have limited their activity to the basic responsibilities specified in legislation. During the forthcoming year the State Advisory Council will continue its efforts at the annual and regional local advisory council meetings to encourage these councils to become more active in other areas related to the improvement and promotion of vocational-technical education.

PUBLIC MEETING TESTIMONY

A public meeting on Vocational-Technical Education sponsored by the State Advisory Council on Vocational-Technical Education, was held at the Westside Skill Center, Baltimore, Maryland on November 15, 1983. The purpose of the meeting was to give the general public an opportunity to express its views concerning any aspect of the vocational-technical education program of the State.

More than 80 representatives of the general public, business, industry, corrections, special needs, students, professional organizations, and education attended the three hour meeting. Testimony was received from the following agencies, institutions, groups, and individuals:

- Maryland FFA Alumni Life-Member Affiliate
- Mayor's Office of Manpower Resources
- Future Homemakers of America
- Wor-Wic Tech Community College
- Consumer Credit Counseling Services of Maryland, Inc.
- Maryland Vocational Association
- Home Economics Education, University of Maryland
- Maryland Association of Technical, Trade and Industrial Educators
- Maryland Association of Vocational Education Special Needs Personnel
- Baltimore County Local Advisory Council
- Home Economics Teacher
- Maryland Association of Cooperative Education
- Eastern Vocational-Technical High School
- County Supervisor of Industrial Arts Education
- Maryland Vocational Agriculture Teachers Association
- Maryland Association of Marketing and Distributive Education Teachers
- Home Economics Association of Maryland
- Department of Agricultural & Extension Education, University of Maryland
- Baltimore City Private Industry Council
- Board of Overseers, Westside Skill Center
- Citizen and Taxpayer
- Maryland Apprenticeship and Training Council
- Maryland Industrial Arts Association
- Industrial Arts Education Teacher
- County Coordinator of Industrial Education

The theme for this years meeting was Vocational Opportunities in Maryland. Introductory remarks were made by Lt. Governor J. Joseph Curran. In addition to commenting on the quality and responsiveness of the State's delivery systems for vocational-technical education and employment training, attendees were encouraged to present testimony on other topics such as:

- Impact of changing high school graduation requirements on vocational-technical education.
- Program articulation between secondary and postsecondary schools.
- Business, industry and labor recommendations for improvement of vocational-technical education.
- Responsiveness of current legislation and/or need for new legislation.

Information presented at the public meeting is being used by the Council and its committees in carrying out responsibilities related to evaluation and improvement of the responsiveness of vocational-technical education. A listing of some of the specific concerns addressed in public meeting testimony is provided in Appendix B.

PART III

SUPPORTING DATA

Supporting data concerning Maryland vocational-technical education program enrollment trends and distribution, utilized in the preparation of this Report, are summarized in the Tables of this section which were prepared from information provided by the State Department of Education on NCES Form 2404 dated 12/1/83 and computer printouts prepared for the Council.

The program designations used in Tables 7 through 10 correspond to the classification of instructional programs prescribed by the National Center for Educational Statistics.

Total enrollments in vocational-technical education programs at the secondary and postsecondary levels have increased significantly during the past 13 years. This trend was generated primarily by increased availability and emphasis on the importance of secondary programs and availability of postsecondary programs in community colleges.

A comparision of FY 1970, FY 1980-83 vocational-technical education program enrollments is summarized below:

Table 6

Comparison of Vocational-Technical Education Program Enrollments

FY 1970 and FY 1980-1983

Level	1970 Enrollment	1980 Enrollment	1981 Enrollment	1982 Enrollment	1983 Enrollment	Percent of Change 1970-1983
Secondary	64,233	94,603	96,979	88,838	85,558	33.2%
Post-secondary	5,616	56,459	57,810	61,302	70,279	1151%
Adult	28,828	28,198	28,263	25,443	20,303	-29.6%
Total	98,677	179,260	183,052	175,583	176,140	78.5%

Table 7

Enrollment by Sex in Vocational-Technical Education Programs Secondary Level, FY 1983

Total Enrollment 85,558

Program	Enrollment			
	Male	Female	Not Reported	Total
Agribusiness and Agricultural Production	2,357	1,003	58	3,418
Renewable Natural Resources	28	2	0	30
Business and Office	13,209	34,678	552	48,439
Marketing and Distribution	956	1,453	20	2,429
Communications	61	29	1	91
Consumer, Personal and Miscellaneous Services	84	1,766	24	1,874
Engineering and Related Technology	176	23	7	206
Allied Health	147	1,523	14	1,684
Vocational Home Economics	712	1,885	79	2,676
Construction Trades	4,568	191	79	4,838
Mechanics and Repairers	6,370	309	85	6,764
Precision Production	4,138	861	80	5,079
Transportation & Material Moving	113	37	0	150
Co-op	4,144	3,640	96	7,880
Total	37,063	47,400	1,095	85,558

Table 8

Distribution of Postsecondary Occupational Program Enrollment by Program Area, FY 1983

Total Enrollment 70,279

Program	Enrollment	Percent of Enrollment
Agribusiness and Agricultural Production	215	.3
Renewable Natural Resources	81	.1
Business & Management	12,914	18.4
Business and Office	23,609	33.6
Marketing & Distribution	1,146	1.6
Communications	442	.6
Communications Technologies	991	1.4
Computer & Information Systems	6,715	9.6
Consumer, Personal & Miscellaneous Services	168	.3
Education	48	.1
Engineering	143	.2
Engineering and Related Technology	5,001	7.1
Allied Health	3,715	5.3
Health Sciences	6,122	8.7
Vocational Home Economics	1,447	2.1
Law	102	.1
Parks and Recreation	64	.1
Science Technologies	38	.1
Protective Services	3,256	4.6
Public Affairs	197	.3
Construction Trades	1,079	1.5
Mechanics & Repairers	998	1.4
Precision Production	1,788	2.5
Total	70,279	100%

Table 9

Distribution of Adult Vocational Program Enrollment
by Program Areas, FY 1983

Total Enrollment 20,303

Program Area	Secondary School Program	Community College Program
Agribusiness and Agricultural Production	1	0
Renewable Natural Resources	0	12
Business & Management	0	241
Business & Office	8,898	908
Marketing & Distribution	19	87
Engineering & Engineering Related Technology	0	1,903
Allied Health	266	789
Health Services	0	603
Vocational Home Economics	288	0
Public Affairs	0	16
Construction Trades	1,103	12
Mechanics & Repairers	1,644	533
Precision Production	2,702	278
Totals	14,921	5,382

Table 10

Distribution of Secondary and Adult Enrollment
in Consumer Homemaking Programs, FY 1983

Total Enrollment 82,689

Instructional Program	Secondary Enrollment	Adult Enrollment
Comprehensive Homemaking	56,435	111
Child Development and Guidance	5,825	0
Clothing & Textiles	3,756	536
Consumer Education	3,956	234
Family Health	22	0
Family Living and Parenthood Education	1,130	326
Foods & Nutrition	9,628	0
Home Management	9	1
Housing & Home Furnishing	611	0
Other	0	109
Totals	81,372	1,317

Table 11

Distribution of Vocational and Consumer Homemaking Enrollments by Racial Ethnic Designation and Program Level, FY 1983

Total Enrollment 258,829

	Native American	Asian	Black	Hispanic	White	Not Reported	Total
Secondary (less Consumer Homemaking)	849	1,265	23,620	995	57,734	1,095	85,558
Postsecondary	194	2,182	12,803	804	50,973	3,323	70,279
Adult	139	342	4,355	322	14,438	707	20,303
Secondary Consumer Homemaking	1,136	1,225	27,345	801	49,734	1,131	81,372
Adult Consumer Homemaking	7	32	685	12	545	36	1,317
Totals	2,325	5,046	68,808	2,934	173,424	6,292	258,829

During FY 1983 approximately 28,000 individuals were enrolled in 195 independent postsecondary schools which are approved by the State Board for Higher Education. Types and numbers of schools are as follows:

Table 12

State Approved
Independent Postsecondary Schools

Type School	Number of Schools	Type School	Number of Schools
Allied Health	25	Dog Grooming	4
Art	5	Drafting/Electronics	5
Auto Mechanics	6	Drama-Modeling	6
Aviation	11	Equestrian	1
Banking	2	Fashion Design	1
Barber	6	Law Review	2
Bartending	4	Marine Engineering/Navigation	7
Broadcasting	1	Modeling School	1
Business/Secretarial	12	Montessori Teacher Training	1
Certified Public Accountant	8	Real Estate	13
Computer/Data Processing Key Punch	14	Theatre/TV & Film	1
Cosmetology	39	Travel	5
Dance	1	Miscellaneous	14
		TOTAL	195

PART IV

PROJECTED COUNCIL ACTIVITIES

Activities in Which the State Advisory Council Will Become Involved During the Forthcoming Year

This Part of the Report presents a partial listing of some of the more significant activities in which the Council Committees will become involved during the forthcoming year.

Adult Programs Committee

Basic Responsibility - Monitor and keep the Council informed about the adequacy of vocational-technical education and employment training programs available to individuals served by the following delivery systems:

Independent Postsecondary Schools
Industrial Training
Apprenticeship System
State Hospital Centers and Regional Institutes
Adult preparatory and supplementary programs

Activities

1. Meet periodically with representatives of the State Department of Economic and Community Development to review and discuss the status of implementation of the State's industrial training program.
2. Monitor the implementation of the Apprenticeship-School Linkage Project.
3. Monitor the status of implementation of recommendations from the Council Study of Vocational Opportunities in Maryland.

Corrections and Juvenile Services Committee

Basic Responsibility - Keep the Council informed about the availability and adequacy of vocational-technical education and employment training programs in the State's Correctional Institutions and facilities of the Juvenile Services Administration.

Activities

1. Review the 1983 Report of the Educational Coordinating Council for Correctional Education.
2. Monitor the implementation of activities included in the State FY 1984 Annual Program Plan which support vocational-technical education programs in correctional and juvenile services institutions.
3. Monitor on-site vocational program evaluations conducted at correctional institutions.
4. Make periodic visits to correctional and juvenile services institutions to obtain first hand information on availability and adequacy of vocational training programs.

Curriculum and Program Articulation Committee

Basic Responsibility - Keep the Council informed about the status and implications of various studies and recommendations which may have an impact on high school curriculum and secondary-postsecondary school program articulation.

Activities

1. Review charge of the Maryland Commission on Secondary Education and Commission Task Forces on Graduation Requirements and Curriculum.
2. Meet with and/or establish a working relationship with the Commission on Secondary Education.
3. Develop comments and recommendations for Council approval on activities and recommendations of the Commission on Secondary Education which may have some impact on vocational-technical education programs and students.
4. Monitor status of actions being taken to establish responsive vocational program articulation between secondary schools and community colleges.

Employment and Training Committee

Basic Responsibility - Keep the Council informed about activities carried out in the State under the Job Training Partnership Act.

Activities

1. Review reports of the Governor's Employment and Training Council.
2. Respond to requests from the Governor's Employment and Training Council for information and assistance from the SACVE.
3. Provide technical assistance to Local Advisory Councils on Vocational-Technical Education with regard to working with Private Industry Councils.
4. Monitor degree to which available public school vocational-technical education facilities are being utilized to support training needs of Private Industry Councils and special programs funded under the Job Training Partnership Act.
5. Monitor the effectiveness of the Governor's Coordination and Special Services Plan in improving coordination between and among the State's delivery systems for vocational-technical education and employment training.
6. Attend meetings of the Governor's Employment and Training Council in an observer status.

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Facilities Committee

Basic Responsibility - Keep the Council informed about the availability and adequacy of public school vocational-technical education facilities.

Activities

1. Monitor implementation of the State Department of Education (DVTE) process for updating and distribution of the Secondary Schools Vocational Facilities Study.
2. Monitor progress being made toward implementation of recommendations from the Secondary Schools Vocational Facilities Study included in the Council's 13th Annual Report.
3. Determine need for Council to study the availability and adequacy of community college occupational program facilities.

High Technology Committee

Basic Responsibility - Identify and publicize the speed and consequences of changing technology as they relate to the State's vocational-technical education and employment training programs and the economic development of the State.

Activities

1. Meet with and establish a working relationship with the Governor's High Technology Roundtable.
2. Provide guidance to local advisory councils on vocational-technical education regarding implementation of the recommendations of the Governor's High Technology Committee at the local level.
3. Assist other State agencies with arrangements for local and regional conferences designed to acquaint representatives of educational and training institutions with specific education requirements of skilled, technical and professional workers in high technology.
4. Develop a Council position on high technology.
5. Represent Council at meetings and conferences on high technology.
6. Monitor the implementation of activities included in the State FY 1984 Annual Program Plan which relate to high technology.

Legislative Committee

Basic Responsibility - Keep the Council informed about State and federal legislation related to vocational-technical education and employment training.

Activities

1. Develop and present testimony for Council on legislation of interest which is under consideration by Committees of the General Assembly and Congress.
2. Attend Congressional and General Assembly hearings and sessions on topics of interest to Council.
3. Arrange for annual meeting of Council representatives with Maryland Delegation in Congress.
4. Arrange for annual legislative breakfast with representatives of the General Assembly.
5. Develop legislative package for Council approval and subsequent reference to the General Assembly for consideration.

Local Advisory Council Support Services Committee

Basic Responsibility - Carry out the Council's responsibilities for providing technical assistance on the establishment and operation of local advisory councils on vocational-technical education (LAC) to the LACs, local education agencies and community colleges.

Activities

1. Plan and conduct a series of regional training meetings for local advisory councils.
2. Update Council Guidelines for Local Advisory Councils.
3. Plan and make arrangements for the Council's annual conference for local advisory councils.
4. Review minutes of local advisory council meetings.
5. Attend occasional meetings of local advisory councils.

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Program Evaluation Committee

Basic Responsibility - Assist the State Department of Education in developing plans for evaluating the effectiveness of the State's vocational-technical education programs and monitoring the conduct of on-site program evaluations.

Activities:

1. Monitor implementation of Office of Civil Rights Guidelines on equal opportunity in vocational-technical education.
2. Monitor several on-site evaluations of secondary vocational-technical education programs conducted by local education agencies.
3. Review results of quantitative and qualitative program evaluations conducted by community colleges and the State Board for Community Colleges.
4. Review composition of local education agency on-site program evaluation teams with respect to adequacy of:
   a. representation from business, industry and general public;
   b. instrumentation
   c. follow-up system
5. Conduct special evaluations of vocational-technical education programs, services and facilities as considered to be appropriate by the Council.

Public and Community Relations Committee

Basic Responsibility - Publicize vocational-technical education and activities of the Council.

Activities

1. Arrange for the publication of a periodic Council newsletter.
2. Prepare news releases on newsworthy topics and activities related to vocational-technical education and the Council.
3. Establish cooperative working relationship with news media and State Department of Education Office of Public Information and Publications.
4. Determine actions which the Council should support to improve the image of vocational-technical education.
5. Arrange for exhibit of Council display unit at appropriate public events and Statewide conferences.

State Plan/Evaluation Committee

Basic Responsibility - Prepare annual evaluation report for the Council, which evaluates the effectiveness of the State's vocational-technical education programs, services and activities carried out under the five-year plan, annual program plan, and annual accountability report.

Activities

1. Prepare Council recommendations to State Board for Vocational-Technical Education on the development of the FY 1985 annual program plan, and FY 1983 annual accountability report.
2. Review and develop Council comments on FY 1984 reports of the Governor's Employment and Training Council.
3. Develop Council recommendations on policy matters arising out of the administration of programs addressed in the FY 1983-1987 five-year State plan, FY 1984 annual program plan and FY 1982 accountability report.
4. Review State plans and accountability reports and prepare comments for Council approval.
5. Review LEA and Community College applications and plans for the use of federal vocational-education funds.
6. Review activities of the State Planning Council on Vocational-Technical Education.

Youth Organizations Committee

Basic Responsibility - Provide Council support on activities related to the administration and operation of vocational student organizations.

Activities

1. Meet with representatives of vocational student organizations, local education agencies and State Department of Education specialists to discuss matters of concern related to the continued support and expansion of vocational student organizations.
2. Arrange for representatives of vocational student organizations to appear before various groups, committees and agencies in support of vocational-technical education and vocational student organizations.
3. Attend functions sponsored by vocational student organizations, such as statewide meetings, skill olympics, and banquets.

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Appendix A

Recommendations from Study of Vocational Opportunities in Maryland

Council Recommendation	Comment from Governor's Task Force on Employment & Training
1. Governance of Employment, Training, and Vocational Education Programs at the State Level.	While the task force did not adopt either option of the State Advisory Council on Vocational-Technical Education report the task force recommends that consideration be given to consolidating some employment and training programs in a new cabinet level department. The task force has been preparing and will submit detailed recommendations on this issue to the Governor in sufficient time to allow for necessary enabling legislation to be submitted to the General Assembly during the 1983 session.
2. State funds in the amount of $1,500,000 be included in the fiscal year 1983-84 budget for distribution to the community colleges by the State Board for Community Colleges to defray the cost of replacing obsolete equipment utilized in occupational programs.	Task Force concurs with the view of the State Board for Community Colleges that additional funding for equipment needs should be considered in the context of the overall funding request made by the Community Colleges.
3. Wages for vocational-technical education instructors should be upgraded to make them more competitive with salaries paid similarly qualified individuals employed in business and industry.	Since this matter is currently being considered by the Commission on Quality Teaching, the task force recommends no action at this time.
4. A study should be conducted to identify unmet needs in vocational-technical education.	Such a study is currently being planned by the Maryland State Department of Education. The task force is requesting that the Governor's Assistant for Employment and Training monitor progress and provide feedback to the task force.
5. A Statewide program should be initiated to encourage potential school dropouts and students not enrolled in vocational or college-preparatory programs to enroll in vocational-technical education programs.	The task force suggests no further action since such a program will be initiated in Fiscal Year 1983 by the Maryland State Department of Education.
6. Specific needs for additional State funds for vocational-technical education should be identified and prioritized.	The task force concurs in the recommendation and will ask Maryland State Department of Education to do the appropriate follow-up.
7. A fiscal accountability system should be established which will accurately identify State and local expenditures of vocational-technical education funds.	The task force concurs in this recommendation. The Maryland State Department of Education is continuing the process of strengthening its fiscal systems while being careful not to overburden local systems with non-essential data collection responsibilities.
8. State appropriations for programs of instruction related to apprenticeship training should be changed from non-mandated to mandated.	The task force supports the current system and is taking no steps to change the current process. The State Board of Education, in looking at its priorities, must allocate available funds to non-mandated programs. We believe this is as it should be and the Maryland State Board of Education's flexibility should not be reduced by the introduction of mandated funding requirements.
9. State funding for apprenticeship related instruction should be increased to fifty percent of the total cost of the program.	While the task force and the Maryland State Department of Education believe this to be feasible, its advisability has not yet been determined. Several agencies opposed or raised substantive questions about the recommendation. This matter continues to be reviewed by the task force.
10. The desirability of establishing regional training centers throughout the State should be investigated.	The task force agrees that this matter should be investigated. The Governor's Assistant for Employment and Training has been asked to fully review the matter with appropriate State agencies and to make a recommendation to the task force by September 15, 1982.

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Appendix A (Continued)

Recommendations from Study of Vocational Opportunities in Maryland

Council Recommendation	Comment from Governor's Task Force on Employment & Training
11. Procedures for allocating State funds to apprenticeship program sponsors for related instruction be documented and distributed to interested agencies.	The task force concurs. Draft guidelines have been developed by the Maryland State Department of Education and are currently being commented upon prior to final publication.
12. Procedures should be developed for accurately determining the number of handicapped students being served by vocational-technical education.	This recommendation is concurred in by the task force and the Maryland State Department of Education and such procedures have been developed and are currently being tested.
13. A study should be conducted to determine how additional handicapped persons might be served.	The task force concurs. This information is being developed as a part of the process being developed by Maryland State Department of Education as indicated in 12 above.
14. Procedures should be established which will provide handicapped students equal access to vocational-technical programs.	The task force believes that effective guarantees of equal access are currently in place as required by law. There will be continuous monitoring to assure compliance.
15. The feasibility should be determined of contracting for a variety of new programs which are related to specific needs of industry to be taught in the State's correctional institutions.	The task force concurs. The Department of Public Safety and the Maryland State Department of Education report that this is currently being done.
16. A system should be established for the periodic evaluation of vocational programs offered in correctional institutions.	The task force concurs in the recommendation and has been advised that this activity commenced in April, 1982.
17. A study should be conducted of recidivism rates for persons who received vocational training while incarcerated as compared with those who did not receive such training.	The task force agrees that such a study would be good; however, there is sufficient documentation of the value of good training programs as to make yet another study a low priority item in the face of scarce resources.
18. Basic skills instruction should be provided as an integral part of vocational programs offered in correctional institutions.	The task force concurs in the need to expand basic skills instruction and will do so to the extent that available resources permit.
19. Manpower agencies should be encouraged to utilize vocational-technical education facilities in local education agencies and community colleges to the extent possible.	The task force concurs. The State Advisory Council on Vocational-Technical Education is currently conducting a facilities study which will be available to the task force and to State and local agencies and departments in the near future.
20. The new industrial training program of the Department of Economic and Community Development should be evaluated by an "outside" source after the program has been in operation for eighteen months.	The task force recommends that the Department of Economic and Community Development conduct a timely evaluation and submit the results to the task force.
21. Training inducement packages offered new and expanding industry should include references to the availability of Maryland's apprenticeship, public secondary, and post-secondary vocational-technical education programs and facilities.	The task force concurs. Such references are included in the newest publications of the Department of Economic and Community Development.
22. A study should be initiated to determine the manner and degree to which pre-vocational programs should be expanded at MR/DDA and Office on Aging facilities.	The task force concurs. The Department of Health and Mental Hygiene agrees that this is both feasible and advisable.

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Appendix A (Continued)

Recommendations from Study of Vocational Opportunities in Maryland

Council Recommendation	Comment from Governor's Task Force on Employment & Training
23. Vocational education programs for clients of the Mental Hygiene Administration should emphasize the utilization of public school facilities to the extent feasible.	The task force concurs with the Department of Health and Mental Hygiene that this is neither feasible nor advisable. Logistics and limited resources preclude the implementation of this recommendation at this time. Public school facilities are generally most underutilized in the evenings and on weekends. Mental Hygiene facilities are not provided with adequate staff and support services during the evenings and on weekends to make the use of these facilities possible.
24. State Board for Higher Education in conjunction with State Board of Education, State Board for Community Colleges, and representatives from independent postsecondary schools establish mutually acceptable procedures for periodic review of programs to identify those programs for which credit and/or advanced standing shall be given to students desiring to transfer credit from one delivery system to another.	The task force supports this recommendation. Action has already been initiated by the State Board of Community Colleges in conjunction with the other agencies involved to address this recommendation.
25. The State Board for Higher Education continue to function as the primary State agency responsible for overseeing the regulation and coordination of emergency service education and training.	The task force agrees with this recommendation. We also note that Maryland has a Fire Rescue Education and Training Commission with responsibilities in this area.
26. A Statewide articulation program be established between the secondary and postsecondary school systems.	The task force supports this recommendation. Action has already been initiated by the State Board of Community Colleges in conjunction with the other agencies involved to address the need for a statewide articulation between the secondary and postsecondary school systems. The task force has been advised that the Education Coordinating Committee has identified this as a topic for its consideration. In addition the Maryland State Board of Education has launched a high school study, one part of which is articulation.
27. An equitable procedure be developed in conjunction with the State Department of Education for the allocation of Federal vocational education funds to secondary schools and community colleges.	The task force recommends that the Maryland State Board of Education, in conjunction with other appropriate councils, review the existing formula and consider the need to change the formula for the distribution of federal vocational education funds.
28. State Board for Community Colleges and State Department of Education resolve inconsistencies in community college occupational program enrollment data promulgated by the community colleges.	The task force recognizes the need for accurate information on enrollments. The State Board for Community Colleges and the State Department of Education are endeavoring to resolve the inconsistencies in the data; however, as long as federal and State data and reporting requirements and needs are different, some inconsistency may remain.
29. A program be developed in conjunction with the Department of Health and Mental Hygiene and Department of Education to provide vocational training services to clients of Mental Hygiene Administration hospital centers similar to those which were recently terminated because of budget reductions. Such a program should include utilization of public school facilities on a shared basis during non-peak periods to the maximum extent feasible.	The State agencies that have responded to this recommendation have disagreed as to the feasibility of reestablishing vocational educational services in the Mental Hygiene Administration Hospitals. In light of the potential fiscal impact of implementing this recommendation, the task force believes that more information and discussion is needed before a response can be made. The task force will ask the State agencies involved to work together and develop the additional information needed for an appropriate response. It should be noted that the Division of Vocational Rehabilitation of the State Department of Education is purchasing services within the community for eligible clients of Mental Hygiene Administration hospital centers in lieu of providing services at the hospital site itself. This was necessitated by significant federal budget cuts, but appears to be a feasible alternative to providing training to those eligible clients.

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Appendix A (Continued)

Recommendations from Study of Vocational Opportunities in Maryland

Council Recommendation	Comment from Governor's Task Force on Employment & Training
30. Necessary administrative and funding actions be initiated as soon as possible to implement a goal established by the Educational Coordinating Council for Correctional Institutions, which specifies all inmates who do not have a marketable job skill shall acquire or improve an employable skill through a program of occupational education.	The task force takes note of the fact that there has been a significant increase in the level of support for correctional education by the Governor and legislature during the past four years which has allowed an increasing number of inmates to acquire or improve on an employable skill. The task force also recognizes the need for additional expansion of training opportunities for inmates. The task force, in principle, agrees with this recommendation but recognizes that due to the scarcity of resources and space limitations in correctional facilities, the goal will be difficult to achieve within the next few years. The task force will endeavor to investigate ways to assist the Department of Public Safety and Correctional Services and the State Department of Education in moving towards the goal of aiding all inmates to obtain marketable job skills.
31. An incentive program be established in conjunction with Department of Public Safety and Correctional Services to encourage inmates to learn their way out of prison.	The task force acknowledges and supports the Division of Corrections's implementation of Regulation 105-5 which gives inmates extra time off their sentence for participating in apprenticeship training and basic education programs.
32. Responsibility for administration of State funding support for apprenticeship related instruction be transferred from the State Department of Education to the State Apprenticeship and Training Council.	The task force recommends that the issue of Administration of State funds for Apprenticeship related instruction be dealt with in the context of the creation of a State Employment and Training Department and the proper components of that new department.
33. Cooperative agreements be established among local education agencies to allow students to cross county lines to enroll in vocational-technical education programs of their choice.	The task force agrees with the concept embodied in this recommendation and recommends that the Division of Vocational-Technical Education of the State Department of Education investigate its feasibility with local school systems throughout the State.

Council Recommendation	Comment from Governor's Task Force on Employment & Training
34. Local education agencies be encouraged to utilize the facilities of independent postsecondary schools to meet needs for programs requiring equipment and services not otherwise available.	The task force agrees with this recommendation and will ask the State Department of Education and the State Board for Community Colleges to encourage local agencies to utilize independent post-secondary facilities wherever feasible.
35. Emphasis on the establishment of job placement programs for vocational-technical education program graduates be assigned a high priority by local education agencies.	The task force agrees with this recommendation and acknowledges that the State Department of Education has already made job placement a high priority. As an example, the Maryland State Department of Education has already established, with CETA funds, career information centers in five subdivisions.
36. One of the agencies represented on the State Occupational Information Coordinating Committee be designated as the lead agency responsible for the manner in which the State Occupational Information Coordinating Committee carries out its assigned responsibilities.	The task force agrees with this recommendation and will ask the agencies involved and the SOICC Board to provide a plan for the transition of the State Occupational Information Coordinating Committee to the appropriate department.
37. Implementation of a State Occupational Information System be expedited by the State Occupational Information Coordinating Committee.	The task force agrees with this recommendation and once the transition of the State Occupational Information Coordinating Committee is completed, the task force will request a plan for the implementation of a State Occupational Information System.
38. A group similar to the former Maryland Industrial Training Coordinating Council be established by the Department of Economic and Community Development to provide guidance and coordination in the implementation of the State's industrial training program.	The task force disagrees with this recommendation. We recommend that the Department of Economic and Community Development use the existing State advisory groups, i.e., State Advisory Council on Vocational-Technical Education and State Employment and Training Council, to provide them with guidance and assistance for the State's industrial training program.

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Appendix A (Continued)

Recommendations from Study of Vocational Opportunities in Maryland

Council Recommendation	Comment from Governor's Task Force on Employment & Training
39. Consideration be given to the establishment of a separate local education agency for correctional institutions under the cognizance of the Secretary of the State Department of Public Safety and Correctional Services - or as an alternative - transfer responsibility for the administration of correctional vocational training programs from the State Department of Education to the State Department of Public Safety and Correctional Services.	The task force acknowledges that the State Department of Education and the Department of Public Safety and Correctional Services have been notified by legislative leadership that this question will be considered in detail during the interim legislative session of 1982. The Commissioner of Corrections and the State Superintendent of Schools have concluded that the present organizational structure is most suitable for providing and enhancing correctional education. The task force agrees.
40. A comprehensive program be developed for serving additional clients from institutions of Mental Hygiene Administration at public school vocational training facilities during non-peak periods. Such a program should be developed in conjunction with the State Department of Education and local education agencies involved.	The task force concurs with the Department of Health and Mental Hygiene that implementation of this recommendation at this time is not feasible in that non-peak hours at vocational-technical education centers are primarily in the evening and on weekends, and that the Department of Health and Mental Hygiene has stated that their existing resources could not accommodate the additional work load of implementing this suggestion.
41. A comprehensive program be developed for serving clients of Juvenile Services Administration facilities at public school vocational training facilities during non-peak periods. The objective of the program should be to expand program offerings and serve additional clients. The program should be developed in conjunction with the State Department of Education and local education agencies involved.	The task force in principle agrees with this recommendation. In light of the potential fiscal impact of implementing this recommendation, the task force will ask the Department of Health and Mental Hygiene (Juvenile Services Administration) and the State Department of Education to investigate how the recommendation could be implemented and what the additional cost would be. We are requesting that these findings be submitted to the task force.
42. A program be developed for serving clients of Montebello Center in vocational programs offered at the Maryland Rehabilitation Center. The program should be developed in conjunction with the State Department of Education.	The task force agrees with this recommendation. The Department of Health and Mental Hygiene and Maryland State Department of Education will study the matter and apprise the task force of the findings.
43. State Department of Education, State Board for Community Colleges, State Department of Licensing and Regulation and State Apprenticeship and Training Council establish procedures for graduates of public school vocational-technical education programs to receive credit or advanced standing for work completed and skills achieved if they enroll in an apprenticeship program.	The task force agrees with the concept behind this recommendation. The only addition that we feel is needed to the recommendation is that the actual granting of credit or advanced standing remain the purview of the agency or organization sponsoring the program. Students must be advised clearly and early about what is needed to obtain credit or advance standing.

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Appendix B

Public Meeting on Vocational-Technical Education
Recommendations and Concerns Addressed in Testimony

Recommendations and concerns included in testimony presented at the Council's annual public meeting on November 15, 1983 are listed under twelve major subjects in this Appendix. These excerpts are provided for information purposes and the ideas expressed may not be concurred in or endorsed by the Council.

1. Juvenile Services

The State consider establishing a new Local Education Agency comprised of education programs within the State Juvenile Services System.

Assign responsibility for education programs offered at juvenile service facilities to the Division of Instruction and/or the Division of Vocational-Technical Education of the Maryland State Department of Education.

Create an additional local education agency comprised of facilities of the Juvenile Services Administration.

Encourage a small set-aside of categorical funds for support of vocational education programs offered at facilities of the Juvenile Services Administration.

Utilize nearby local education vocational facilities at non-peak times for short-term or extended training of institutionalized juvenile offenders.

Encourage the establishment of Vocational Support Service Teams at each Juvenile Service Administration facility which offers vocational education.

2. Funding

A "special emergency funding" program for updating Industrial Arts is needed.

Continue to support, and possibly increase, the annual allocation of $2.9 million State categorical funding for vocational-technical education.

Encourage Governor Hughes and the Maryland Legislature to make vocational education a permanent part of the State education budget and increase the amount of money earmarked for vocational education to levels which at the very least keep pace with the rate of inflation.

Support of the State Board for Community College's request to increase the State aid formula for community colleges in FY 1985.

3. Programs and Curriculum

Look at the effects of secondary level half-day vocational center programs on vocational enrollment and the quality of students enrolled.

Vocational education should be available to any individual who might profit from it, regardless of their ability.

Require students to take a course which examines decision-making in a technological society.

Priority funding to develop a model curriculum at the State level for a course addressing technological decision-making in relationship to families is desirable.

Recommend State support for high school and adult programs in vocational education.

There is a need for an improved occupational data analysis program.

Higher achievement in basic skills by all students must be our first priority.

4. Home Economics

Require teachers who give instruction in the areas of family life, parenthood education and nutrition education to be State certified home economics teachers.

Students should have a choice of taking consumer education courses from either home economics, business or social studies departments.

Support Consumer Homemaking programs.

Incentive grants be made available to schools for the development of curriculum which addresses more comprehensively the "work of the home" as opposed to isolated technical skills.

Support Future Homemakers of America and the Home Economics program.

Installation of, or the continuation of, Consumer Education programs in the Home Economics area.

5. Vocational-Technical Education - Job Training Partnership Act Relationship

Vocational-technical education is noticeably unrepresented on private industry councils/service delivery areas.

Consider a resolution that will enable the extension of private industry council membership to the local education agency vocational-technical education directors.

A balance, however delicate, must be worked out between the educational community, the public sector and Government to assure that the goals of vocational-technical education in Maryland are achieved.

Lack of direct vocational education representation on the Governor's Employment Training Council (GETC).

The SACVE should assist Local Advisory Councils in developing an articulation network with the Service Delivery Areas and local Private Industry Councils.

Promote articulation between the Employment and Training Department, LAC's and PIC's and devise a method of information dissemination to member organizations of the Maryland Vocational Association and State Directors of Vocational Education.

Legislative activities for facilitating linkages between Employment and Training and Economic Development should be pursued.

Governor's Employment and Training Council should establish a more equitable apportioning of the 8% education set-asides, particularly that portion administered through the State Department of Education.

6. Industrial Arts Education

Industrial Arts will need direct financial support in order to meet its potential in serving the interests of Vocational Education. Funding will be needed for updating (and providing the incentive to update) traditional programs to conform to contemporary program models.

The omission of Industrial Arts educators from the "two plus two" technology program being developed must be corrected.

The American Industrial Arts Student Association now deserves a fulltime leader/specialist in the State Department of Education.

Projections for the teacher supply in two, three, or four years is lower than it has ever been; but loans, scholarships, and other incentives can help attract students to teaching.

What is done well in Industrial Arts must be identified, publicized, adapted, and emulated.

We must develop new leaders and new leadership among our teachers, teacher educators, administrators, and our students themselves.

Consider funding procedures which would permit industrial arts programs to be considered in the new emphasis on vocational-technical education. Those procedures might include:

- accessing subpart 2, formula funds
- utilizing grants and "set aside" funds
- targeted funds for high technology programs
- any combination of the above.

Recognize Industrial Arts as providing an induction to technical education and an introduction to general occupational education experiences through its special laboratory environment.

Develop and implement a "Special Capital Equipment Funding Program" as part of the Interagency School Construction Program to:

- re-equip Middle or Junior High School Industrial Arts facilities for the purpose of providing "high technology and computer" hands-on learning activities.
- provide equipment up-dating funding for High School Industrial Arts facilities over ten (10) years old.
- provide equipment funding for the introduction of plastic equipment in Industrial Arts Laboratories.

Provide special funding for teacher (Industrial Arts and Vocational) pre-service and inservice in technical education competency areas at both state and local levels.

There is an urgent need for the State's support in the funding of Industrial Arts programs in the State of Maryland.

There is an urgent need for the State to provide funding for the purchase of new high technology equipment for Industrial Arts Programs in Maryland schools.

The State should provide for updating Industrial Arts equipment as part of the vocational education update funding.

State development programs are needed for Industrial Arts personnel.

Staff development programs should offer incentives for Industrial Arts and Vocational instructors in the form of reimbursement for tuition, materials, travel, books and salary.

Industrial Arts needs State funding assistance if we are to teach "high tech" programs in Maryland public schools.

This State should develop a policy to require the teaching of industrial arts at all levels of education.

Make Industrial Arts a component of general education, for all students, K - 12.

The interrelationship of all academic studies and their relevance to questions facing citizens in a technically advanced society must be taught in a cohesive, comprehensive manner to be effective. Support for good Industrial Arts programs for all students is the most efficient and effective method to produce this outcome.

7. High School Graduation Requirements

Judicious thought must be applied when considering the effects that the current proposals may have on students enrolled in vocational education programs, especially special needs youth.

Take an active leadership role to prevent the subversion of vocational education and alternative education to the academic curriculum.

Include one vocational course as a requirement for high school graduation.

We are concerned that with the increase in high school graduation requirements, we will loose many potential marketing and distributive education students of the future.

Increasing the course requirements for high school students will prohibit students from taking courses in vocational agriculture which is the foundation for a variety of agriculture and agri-related careers.

Reservation and concern about the dual diploma issue.

Recognition of the learning values gained by the application of mathematics and science to the experiences of business, industry and technology is needed. Any reform efforts should take into consideration such valuable applied learning or laboratory learning opportunities and make credit accommodations (or equivalencies) for students who chose to follow such curriculum options.

Availability of options such as vocational education must be preserved.

8. State Department of Education Administration

There is a need for full-time Executive Secretaries for the following Vocational Student Organizations:

Distributive Education Clubs of America

Future Farmers of America

Appendix B (Continued)

9. Equipment and Facilities

Provide a $100,000 one-time equipment funding grant to each LEA to implement "high technology" programs in each of their vocational schools or centers.

There should be support on the State level to improve and update vocational facilities in all settings.

10. Vocational-technical Education Instructors

Encourage local education agency cooperation in the implementation of staff inservice programs in the area of technical education.

Provide merit type technical education teacher and staff development incentives through reimbursement funding for tuition, travel, materials, and salaries for industrial arts and vocational teachers.

Provide funding for MSDE/DVTE and LEA's to develop and implement a staff development program in the area of computer-related trade applications.

Continue and increase funding to encourage teachers to participate in technical up-dating programs.

Need for strengthening postsecondary trades instruction.

Support increased funding for vocational teacher education in the State Plan.

Vocational agriculture teachers want agriculture technical courses to be accepted for recertification of teaching certificates in Agriculture.

The Maryland Vocational Association encourages greater support in the State Plan for the universities' involvement in the professional preparation of vocational teachers in the following ways:

- provide incentives for entering the profession of vocational teaching;
- support in-service efforts of universities to improve pedagogical skills of teachers;
- support university based leadership development opportunities for vocational teachers that will in turn influence the development of vocational programs throughout the State.

Increase the inservice training for Vocational Agriculture Teachers in Maryland.

11. Job Placement

Vocational educaiton institutions should provide additional support for job development and placement.

If, in the interest of providing more funding for placement, the responsibilities for the placement function were turned over to Job Training Partnership Act administration, the product/outcome objective of vocational education itself could be brought into question.

12. Miscellaneous

It is imperative that the Board of Trustees of the State Universities and Colleges consider the concerns of the vocational educators and students.

State legislation is needed that directly links vocational education and economic development.